**Student Handout**

Guided Practice:

Write a brief summary of each intelligence.

Reduce each summary to \_\_\_\_\_\_ smart. (Add an appropriate noun in the blank.)

Find three careers that would relate to each intelligence.

**1. Bodily-Kinesthetic intelligence:**

\_\_\_\_\_\_smart

3 careers:

**2. Interpersonal intelligence:**

\_\_\_\_\_\_smart

3 careers:

**3. Intrapersonal intelligence:**

\_\_\_\_\_\_smart

3 careers:

**4. Logical-Mathematical intelligence:**

\_\_\_\_\_\_smart

3 careers:

**5. Musical intelligence:**

\_\_\_\_\_\_smart

3 careers:

**6. Naturalistic intelligence:**

\_\_\_\_\_\_smart

3 careers:

**7. Verbal-Linguistic intelligence:**

\_\_\_\_\_\_smart

3 careers:

**8. Visual-Spatial**

\_\_\_\_\_\_smart

3 careers:

**Short Biographies of Eminent People:**

List the multiple intelligences in each person’s biographies. To the right of the intelligence, write the phrase that proves the person has that intelligence (textual evidence).

1. Michael Jordan

2. Mohandas Gandhi

3. Charles Darwin

4. Oprah Winfrey

**Independent practice:**

1.

2.

3.

4.

5.

6.

7.

8.

**Answer Key:**

1. Bodily-Kinesthetic intelligence: the ability to use movements for self-expression or precision to achieve a goal.

movement/body/motion smart

3 careers: professional athlete, dancer, physical education teacher, physical therapist, sign language interpreter, etc.

2. Interpersonal intelligence: ability to understand people (emotions, motives, etc.)

People/Relationship smart

3 careers: psychologist, coach, counselor, teacher, human resources worker, salespeople, therapists, trainer, columnist

3. Intrapersonal intelligence: the ability to evaluate yourself and your strengths and weaknesses.

self/reflection smart

3 careers: psychologist, teacher, writer

4. Logical-Mathematical intelligence: ability to solve complex problems, especially using numbers.

logic/numbers/math smart

3 careers: math teacher, financial planner, banker, accountant, computer programmer, engineer, insurance agent, scientist, statistician, stock trader, analyst, etc.

5. Musical intelligence: ability to understand music—the rhythm, sound, pitch, etc.

Music/sound/rhythm smart

3 careers: voice coaches, composers, entertainers, DJs, musical performers, singers, music teachers, etc.

6. Naturalistic intelligence: ability to enjoy nature, classify living things, and think scientifically.

nature/plant/biology smart

3 careers: biologist, environmentalist, forest ranger, fish and wildlife worker, etc.

7. Verbal-Linguistic intelligence: ability to use words and language effectively

Book/word/reading/language smart

3 careers: writer, editor, lawyer, English teacher, translators, TV and radio presenters, historians, poets, public relations worker, etc.

8. Visual-Spatial- ability to envision something in your mind’s eye

Picture/space/image/visual smart

3 careers: architect, interior designer, artist, city-planner, graphic designer, photographer, sculptor, landscape architect, etc.

1. Jordan

bodily kinesthetic- “greatest player in the history of the NBA” and “jumping, shooting, running, passing, and guarding skills”

interpersonal skills- “sense what other players would do” and “his predictions were based on his understanding of the players’ skills, tendencies, and personalities”

spatial skills- “possessed an intellectual understanding of the game of basketball” and “visualize the geometry of the game. . . how fast other players could move into position.”

intrapersonal skills- he had to “re-create himself as his physical abilities changed”

2. Gandhi

linguistic-“as a teacher”

interpersonal- “concern for others”

intrapersonal-“search for truth” and importance of “how one behaves”

3. Darwin

naturalist-he was a “naturalist” aboard an “English science vessel” who “found fossils” and “discovered variations among plants and animals”

he “studied specimens” and developed theories

possibly linguistic- we know he published his work; from the text we only have that he “noted” the organisms’ differences and that he received a bachelor’s degree in theology.

4. Winfrey

linguistic-“won prestigious awards in broadcasting” and made an “influential contribution to reading and books”

interpersonal-“viewers trust her” and she has “22 million viewers a week”

intrapersonal- people “admire her forthright candor about her own life and struggles”

**Independent practice**

Excerpt from Howard Gardner’s *Frames of Mind*: The Theory of Multiple Intelligences (1983).

Anecdote 1:

When he was three years old, Yehudi Menuhin was smuggled into the San Francisco Orchestra concerts by his parents. The sound of Louis Persinger’s violin so entranced the youngster that he insisted on a violin for his birthday and Louis Persinger as his teacher. He got both. By the time he was ten years old, Menuhin was an international performer.

Anecdote 2:

Fifteen-year-old Babe Ruth played third base. During one game his team’s pitcher was doing very poorly and Babe loudly criticized him from third base. Brother Mathias, the coach, called out, “Ruth, if you know so much about it, YOU pitch!” Babe was surprised and embarrassed because he had never pitched before, but Brother Mathias insisted. Ruth said later that at the very moment he took the pitcher’s mound, he KNEW he was supposed to be a pitcher and that is was “natural” for him to strike people out. Indeed, he went on to become a great major league pitcher (and, of course, attained legendary status as a hitter).

Anecdote 3:

While a researcher at Cornell in the 1920s, Barbara McClintock was faced one day with a problem: while theory predicted 50-percent pollen sterility in corn, her research assistant “in the field” was finding plants that were only 25-30 percent sterile. Disturbed by this discrepancy, McClintock left the cornfield and returned to her office, where she sat for half an hour, thinking:

[She writes] Suddenly I jumped up and ran back to the (corn) field. At the top of the field (the others were still at the bottom) I shouted, “Eureka, I have it! I know what the 30% sterility is!”. . . They asked me to prove it. I sat down with a paper bag and a pencil and I started from scratch, which I had not done at all in my laboratory. It had all been done so fast; the answer came and I ran. Now I worked it out step by step—it was an intricate series of steps—and I came out with (the same result]. [They] looked at the material and it was exactly as I’d said it was; it worked out exactly as I had diagrammed it. Now, why did I know, without having done it on paper? Why was I so sure?

Anecdote 4:

At the age of ten, T.S. Eliot created a magazine called “Fireside” to which he was the sole contributor. In a three-day period during his winter vacation, he created eight complete issues. Each one included poems, adventures stories, a gossip column, and humor. Some of this material survives and it displays the talent of the poet.

Anecdote 5:

Navigation around the Caroline Islands in the South Seas is accomplished without instruments. The position of the stars, as viewed from various islands, the weather patterns, and water color are the only sign posts. Each journey is broken into a series of segments; and the navigator learns the position of the stars within each of these segments. During the actual trip the navigator must envision mentally a reference island as it passes under a particular star and from that he computes the number of segments completed, the proportion of the trip remaining, and any corrections in heading that are required. The navigator cannot see the islands as he sails along; instead he maps their locations in his mental “picture” of the journey.

Anecdote 6:

With little formal training in special education and nearly blind herself, Anne Sullivan began the intimidating task of instructing a blind and deaf seven-year-old Helen Keller. Sullivan’s efforts at communication were complicated by the child’s emotional struggle with the world around her. At their first meal together, this scene occurred:

 Annie did not allow Helen to put her hand into Annie’s plate and take what she wanted, as she had been accustomed to do with her family. It became a test of wills—hand thrust into plate, hand put firmly aside. The family, much upset, left the dining room. Annie locked the door and proceeded to eat her breakfast while Helen lay on the floor kicking and screaming, pushing and pulling on Annie’s chair. [After half an hour] Helen went around the table looking for her family. She discovered no one else was there and that bewildered her. Finally, she sat down and began to eat her breakfast, but with her hands. Annie gave her a spoon. Down on the floor it clattered, and the contest of wills began anew.

Two weeks later, Annie reported that “My heart is singing with joy this morning. A miracle has happened! The wild little creature of two weeks ago has been transformed into a gentle child.”

Anecdote 7:

Virginia Woolf reflects on “three specific and poignant memories from her childhood: a fight with her brother, seeing a particular flower in the garden, and hearing of the suicide of a past visitor.”

[She writes,] These are the three instances of exceptional moments. I often tell them over, or rather they come to the surface unexpectedly. But now for the first time I have written them down, and I realize something that I have never realized before. Two of these moments ended in a state of despair. The other ended, on the contrary, in a state of satisfaction.

 The sense of horror (in hearing of the suicide) held me powerless. But in the case of the flower, I found a reason; and was thus able to deal with the sensation. I was not powerless.

 Though I still have the peculiarity that I receive these sudden shocks, they are now always welcome; after the first surprise, I always feel instantly that they are particularly valuable. And so I go on to suppose that the shock-receiving capacity is what makes me a writer. I hazard the explanation that a shock is at once in my case followed by the desire to explain it. I feel that I have had a blow; but it is not, as I thought as a child, simply a blow from an enemy hidden behind the cotton wool of daily life; it is or will become a revelation of some order; it is a token of some real thing behind appearances; and I make it real by putting it into words.

\*Anecdote 8:

Sam has always loved hiking and exploring the natural world. He is adept at identifying various plants in the forests. He enjoys studying different animals in their natural habitats. He is an avid bird watcher. Even when we was a young child, he loved walking around his grandfather’s farm and letting his grandfather explain all the different types of leaves and trees on the property.

\*Because naturalist intelligence was added after Gardner first published *Frames of Mind*, I have added the 8th anecdote.

Answers:

1. musical

2. bodily-kinesthetic

3. logical-mathematical

4. linguistic

5. spatial

6. interpersonal

7. intrapersonal (Students may think linguistic since she says she’s a writer but intrapersonal is the intelligence most emphasized.)

8. naturalist